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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JULY 29, 1929

EDITORIALS:—
- New Educational Standards 103
- Indiana County Superintendents 104
- Heroic Leader 104
- Appreciation of Dr. Condon 104
- Unfathomed Japan 104
- University of Illinois 105
- Most Isolated School in Texas 105
- Parent-Teacher Aspiration 105
- Secretary Wibur's Board 106
- High Marks in Januaries 106
- Horace Mann in 1937 106
- Congratulations, Dr. Tigert 106

BELDING'S PAGE 107
- Ford Turns Historian 107
- The Coat Habit 107
- University of Carnage 107

THE MODERN RECITATION 108
By Ransom A. Mackie

BETTER SCHOOLS FOR FARM CHILDREN 110
By Barton Morgan

NON-COLLEGIATE DIVISION IN HIGH SCHOOL 114
By Percy R. Rowell

PERSONAL AND PROFESSIONAL 115

THE HONOR SYSTEM 116
By Arthur Dean

EDUCATION IN ACTION 117

TREND OF THE TIMES 119

THE BOOK TABLE 120

GRINS BETWEEN GRINDS 121

VOICE IN SPEECH 122
By Leon J. Richardson

THE PRICELESS INGREDIENT 122

HAVE FAITH IN YOURSELF 122

TWELVE THINGS TO REMEMBER 122

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EDITORIALS

New Educational Standards

THERE have been three generally accepted standards of educational efficiency in the last half century.

The first was inheritance from the early recovery from the Civil War. It was highly scholastic and was measured by the ruthlessness with which it prevented promotion from grade to grade, especially from the elementary school to the school of the now academic pupil.

This met its Waterloo in the early 'nineties, and was succeeded by a lowering of the standard of promotion so that pupils could substitute something at the bottom for what was lacking at the top. French could be substituted for Greek and domestic science for Latin, and it outrode the hurricane of scholastic denunciation before 1910, when intelligence tests and measurements challenged their educational authority. It was not what a pupil had learned in school but what he had not learned in school or out that established his intelligence quotient.

This relieved the school of responsibility and created the luxury of the project method which immediately broadened the intelligence of children and heightened their intelligence quotient.

Now a New Educational Standard is created. It is no longer the height of one's intelligence quotient that measures values, but the use one makes of his intelligence. Unused intelligence is a drug on the market the same as an over-supply of cotton in Alabama, or sugar and rice in Louisiana, of apples in the Yakima Valley, of wheat in the Dakotas or potatoes in Aroostook.

A moron may use what intelligence he has to greater personal and community advantage than a person of high intelligence quotient, if the latter makes no use of what he knows.

As a result the teacher and the school are to be measured by the use children make of what they learn in school and out because of their school education.

Achievement is the test and measure of everybody as a result of the marvelous social, industrial and civic transformation created since 1920.

Indiana County Superintendents

THERE has been nothing in recent times comparable to the changes of superintendents in twenty-nine counties in Indiana at the recent election.

It has been our proud boast during the last year that state, county and city superintendencies were stabilized, and now Indiana has made the worst record of any state in the Union in recent years.

There seems to have been no one reason for this political panic. Each seems to have been a personal affair. Some retired voluntarily, but there seemed to have been a spirit of change in the political atmosphere. Almost one-third of the counties have a new county superintendent.

Edison at eighty-two years of age decides to devote life to the raising of rubber plants in Florida. It is fortunate that he was not forced to retire at seventy.

Heroic Leader

DR. FRANK D. BOYNTON, superintendent of Ithaca, and president of the Department of Superintendence last year, has issued a statement of which this is a characteristic paragraph:—

"A known law breaker cannot teach respect for law. There is no teacher in the employ of the Board of Education in Ithaca who has not stated in writing over his or her signature that at no time do they indulge in the use of liquor. No teacher, however learned, could secure an appointment to teach in the Ithaca public schools who refused to sign such a statement or who admitted that the contrary is the case. This understanding, therefore, is a pertinent part of the contract to teach in the Ithaca public schools, and any violation of it savors strongly of 'disorderly conduct.' Any teacher who violates the 18th Amendment, and is known to do so, teaches disrespect for all law and to the extent of that teacher's influence, nullification of the Constitution our one chart of freedom within the law.

"Observance of the 18th Amendment is no more an abridgment of 'personal liberty' than is the prohibition against drugs, firearms, and the Ten Commandments, all of which are prohibitions deemed necessary for the freedom of individuals living together in society. The resignation of any teacher in the Ithaca public schools who is not supporting the Constitution, including the 18th Amendment, will be accepted."

Isaac O. Winslow, who is retiring from the superintendency of Providence, says the American Public School system is the greatest business enterprise the world has ever known, and he masses facts and figures to sustain his statement.

Appreciation of Dr. Condon

OF THE many tributes to Dr. Randall J. Condon at a banquet in his honor the following by a colored teacher is especially appealing:—

"THE UNDERSTANDING PRINCE"

He understands the vibrant soul of youth,
It seems to touch and thrill the heart of him;
And he, because of faith in us, hath wrought
That we may not have lived in vain.
Some day upon the scroll of fame he'll look
And there some name or two shall he behold
Of those of us to whom the torch he passed—
God grant that we shall hold it high, undimmed,
That we, triumphant, shall bear it to the last.

Tho' far beyond our ken your paths shall lead
On foreign shores, in alien lands, in lonely vales,
Where mystic rivers run to meet the sea,
In the holy silence of cathedrals dim, in busy marts,
In temples old where sacred incense burns—
Where'er you are,
Our thoughts, our hearts shall be with thee!
Our prayers, O Friend, shall follow thee!

—Estelle E. Wilson.

Miss Wilson is a teacher in the Harriet Beecher Stowe School, an elementary school with 3,000 colored children and 150 colored teachers, 90 per cent. of whom are college graduates, many with graduate degrees. It cost a million dollars and is the finest and most expensive elementary school building in Cincinnati. It has been created in Dr. Condon's day.

To fingerprint all children in school would certainly be a crime deterrent.

Unfathomed Japan

DR. HAROLD W. FOGHT and Mrs. Alice Robbins Foght had an opportunity to know Japan industrially, socially, and civically as have no other writers on fathomless Japan.

There was no occasion for haste, no need to think of the cost of anything anywhere at any time. Both time and expense were amply provided for by the National Association for the Encouragement of Learning and by one of Japan's great daily papers. Mr. Foght's object was to make a survey of Japanese education and to see Japan as Japan really is—the worst of it and the best of it. Mrs. Foght was the first Western woman ever to tread certain paths and see certain intimate sights hitherto closed to people not Japanese, and government courtesy gave the visitors an entrance to Japan's real home life as well as to its official life.

"Unfathomed Japan" is a free and easy, every way attractive account of their experiences from the time their ship left the dock in San Francisco until they landed in San Francisco seven months later.

Entirely apart from the story of Japan and the revelations which these writers are able to broadcast in these pages the artistic literary setting of their experiences on sea and land has a classic atmosphere planned with the latest modernized sentiment.

Their reverence for the contribution which the Japanese have made by long ages of devotion to their ancestral inheritance is crystallized in the one phrase, "Unfathomed" Japan.

It was our rare privilege to have idolized Anson P. Burlingame's political activities before he threw the first plumb line into the Japanese historic sea, and to have enjoyed his acquaintance when he returned to New England, accompanied by brilliant samples of the new Japanese manhood. This accounts for our intense interest in the various stages of Japanese modernization, all of which culminates in the fascinating account which Harold W. and Alice Robbins Foght give of the reason why neither they nor Anson P. Burlingame have been able to fathom the mysteries of a nation without a rival in the skill with which they are educating all classes of Japanese in all sections of Japan to join the leaders of all lands in glorifying human nature regardless of race or color, religious traditions and civic issues.

"Unfathomed Japan" will be read admiringly and devotedly by that historic people who find it impossible not to think of "Unfathomed America" as more unfathomable civically, socially, scholastically than ever Dr. Harold W. and Alice Robbins Foght found Japan.

We wish it were possible to hope that this really remarkable book could do as much for America as it will do for Japan.

["Unfathomed Japan." By Harold W. Foght and Alice Robbins Foght. Profusely Illustrated. Cloth. 420 pages. Elegantly Bound. New York: The Macmillan Company.]

Every state in the Union has some kind of a fourteen-year age limit for child labor. In thirty-nine states no child under fourteen can work in factories under any circumstances.

University of Illinois

IT IS SCARCELY three-score years since the forerunner of the State University of Illinois was budding with fifty students, three instructors, who taught algebra, geometry, physics, history, rhetoric, and Latin. That was "higher education" sixty-one years ago.

Today there are fourteen thousand students, nearly twelve hundred teachers, and a thousand clerks, stenographers, and laborers of various kinds, and President David Kinley says it has "more world contacts growing out of the solution of practical problems of nature and human nature than any other institution in the country." Last year this vast "laboratory of science and practical arts" used more than $7,250,000 of the taxpayers' money on the youth of Illinois in the creation of industry and commerce, citizenship and character.

President Kinley states the case skilfully when he says that Illinois University makes buildings safer to live in, trains safer to ride in, tracks safer to ride on.

The Chicago Tribune, June 2, has a ten-thousand-word article by James O'Donnell Bennett, broadcasting a thousand significant and thrilling facts about the University of Illinois and its influence on every hand and in every land scientifically, industrially, and commercially, and this, all of this is the harvesting and marketing of ripened aspirations of the three instructors of fifty students of six subjects.

The Michigan cigarette law, taxing a tenth of a cent on each cigarette sold in the state, will provide $2,000,000 a year for the relief of the poorer rural school districts and many other things.

Most Isolated School in Texas

A NEW country school in Brewster County, Texas, taught by Miss Ivalee Boles of Bonham, is one hundred miles from a railroad, and one hundred and thirty-seven miles from Alpine, the county seat. It is seven miles from the Rio Grande river.

There has never been a school here until last September. Texas rangers reported the condition, and State Superintendent S. M. N. Marrs looked into the matter, and Ivalee Boles went there to teach. There were fourteen Texas children (Mexican) who could neither read nor talk English, and one real Mexican child who came across every day to go to school. She could read and talk English as well as Spanish, which is more than the teacher can do. The real Mexican acts as interpreter for teacher and children. There is a post office for the ranchers. Miss Boles is a good sport, and insists that she likes the experience, and the children, mostly from twelve to sixteen, are learning wonderfully well.

Parent-Teacher Aspiration

IN APPRECIATION of the significance of the achievement of the Parent-Teacher Associations the Metropolitan Life Insurance Company, New York City, urges all policy holders to become members of the Parent-Teacher Association because of its service in the cause of health, lengthening the life of policy holders and others.

This is one of many important demonstrations of public appreciation of the many ways in which the Parent-Teacher Asssociations are rendering inestimable service to the country.

Secretary Wilbur's Board

SECRETARY WILBUR has appointed an Advisory Board with Charles R. Mann, director of the American Educational Council of University Presidents and Professors, as chairman of the advisory board, and J. W. Crabtree, of the National Education Association, as secretary.

Among the members of this board are: President James B. Angell, of Yale; President Mary E. Woolley, of Mount Holyoke College; Professor W. B. Monroe, of Harvard; William Green, president of the American Federation of Labor; and Mrs. F. B. Bagley, of Boston.

High Marks in Januaries

THE only figures available in membership of the National Education Association are the paid memberships of January 1, each year.

Prior to the reorganization only active members were counted, so that the membership on the present basis began in 1922 when it was 87,414.

In 1923 it was 118,032. In 1924, 133,565. In 1925,138,850. In 1926, 158,103. In 1927, 170,033. In 1928, 181,350, and in 1929, 193,145.

This represents an increase of 30,628, 15,532, 5,285, 19,253, 11,934, 11,325, 11,795.

The greatest increase was at the beginning, between 1922 and 1923. The least gain was between 1924 and 1925.

In the first three years the gain was 51,495. In the last three the gain was 35,054.

The leading states are: Ohio, 19,490; California, 19,486; Pennsylvania, 19,316. These states are far ahead of any others. They are a notable trio.

Then follow Michigan, 12,230; Illinois, 11,197, and New York, 10,315. It is a long distance to the next trio.

New Jersey has 7,678; Minnesota, 7,513; Massachusetts, 6,340; Indiana, 5,902; Colorado, 4,663; West Virginia, 4,228.

The most remarkable membership is in Hawaii, which has 2,634, which is 100 per cent. of the teachers in service. Many of these are Hawaiians, Chinese, Japanese, and Filipinos.

Spelling by radio is the latest professional amusement. The state champions of California and New York will have a spelling match by radio on August 31.

Horace Mann in 1937

THE ATLANTA meeting took the initiative in arrangements for adequate appreciation of the service rendered the public schools by Horace Mann in promoting the creation of the Massachusetts State Board of Education in 1837, and in his service as secretary of that board for twelve years.

This recognition should be national, should be fathered by the United States Government, because every state and the outlying territories are profiting by Horace Mann's leadership which began one hundred years before 1937.

The following resolution was unanimously adopted at the Atlanta meeting:—

"Since Massachusetts, in 1930, is celebrating the 300th anniversary of the establishment of Massachusetts Bay Colony in New England by the Puritans, and the setting up of independent civil government in America, brought here with the charter of Governor John Winthrop; and the 300th anniversary of the General Court, the present legislature of Massachusetts, one of the oldest legislative bodies of the nations of the world; and since the significance of this great event, the founding of independent civil government, is said to be second in importance only to the Discovery of America, be it resolved that the National Education Association recognize the celebration of this National event in the history of America, and recommends the announcement of it in all the public schools of the United States that the blessings of the freedom of the American Government be more deeply rooted in the hearts of our students."

Congratulations, Dr. Tigert

ON JULY 15, in the ROTC meet of the colleges and universities of the South, the students of the State University of Florida won first honors in all trophy winnings in marksmanship, in discipline, in professional knowledge, and in co-operation. It is the first time that any institution has won all honors. They won 850 points out of a possible 6,000. For marksmanship they won 86 points out of a possible 100. In professional knowledge they won 329 out of a possible 400. In discipline they won 334 out of a possible 400. In co-operation they had 100 out of the possible 100 points.

To appreciate what this signifies it is necessary to know who their leading rivals were: Georgia Tech, North Carolina State College, State University of Tennessee, State University of Louisiana, Mississippi were the losers to the State University of Florida in every trial.

Harlow Shapley, Harvard astronomer, says some wonderful worthwhile things. For instance, he says: "The new revelations of science disclose life and its evolution as a thousand times more complicated and glorious than we had formerly conceived it. We discover, for instance, that we are made of the same stuff as the stars.

"The study of the heavens and its untold billions of stars, all responding to the laws of gravitation and radiation, but increases one's respect and reverence for the source of all energy."

Belding's Page

FORD TURNS HISTORIAN

HENRY FORD once scorned history, calling it bunk. Today he is devoting a substantial slice of his vast wealth to a project which will vitalize the history of American civilization, arts and customs, to all future generations.

At Dearborn a museum of American life and industry is to arise on a tract of 120 acres. It bids fair to be the largest museum in the world. It is intended to be educative, and commemorative as well. In it the interested visitor will be enabled to trace the development of transportation; the changing methods of American agriculture; houses and accessories; amusements; home industries and customs; communication; lighting; dress; medicine and surgery; timekeeping; and a host of other subjects of which these are but a suggestion. Mr. Ford buys an old inn or a grist mill or a colonial house every other week to enrich his collection. There will be an informal American village with its typical green. A church, a town hall, and a general store have already been purchased and transported to Dearborn. No pains or money will be spared to produce the most vivid portrayal of man's material progress in the United States.

This is a colossal conception, one befitting the genius of the famous manufacturer for bold undertakings. It is a splendid thing for America that some one has arisen to gather its historic relics while so many are yet available. Mr. Ford's museum will be a gift to all coming generations of his fellow countrymen.

THE COAT HABIT

SAY what you will of lovely woman's attire on the score of modesty, you cannot but admire the fact that the weight and amount of feminine attire in hot weather is in sensible relation to the heat. (We shall forget for the moment that idiotic fad of wearing furs in summer; a fad which may happily be passing.)

While a woman's complete garb in hot weather may tip the scales at only two or three pounds, a man's wearing apparel on the same day will range from eight pounds upward. Frequently a man's shoes alone weigh more than the whole outfit worn by a girl or woman.

Obviously a man wears that which will make him the most comfortable—but it is evident that his mental comfort demands for him physical discomfort and suffering.

The worst of man's summer habits is that of wearing a coat. How tenaciously he clings to that article! He may have courage to remove it while he toils in factory or office. But before he goes on the streets, he dons a coat as if it were his dearest possession. He would feel lost without it. In fact, he would have the sensation of having been routed out in his nightclothes at a fire.

How much a man's pockets have to do with his refusal to go without a coat, has never been fully determined. A man has to carry so many things about with him; especially a married man or one exposed to the presence of women friends, who may wish to borrow pencils, fountain pens, postage stamps, keys and a variety of other objects customarily available in a man's fourteen or more pockets—or possibly only ten if he has discarded his vest.

The case of Buenos Ayres is significant. A city ordinance forbids men to appear without coats in the Argentinian capital. So they started to obey the law by wearing coats of pajamas. Before the summer—it was winter here—was over, the men of Buenos Ayres were sporting pajamas of brilliant hues and wild colors, as they strode or drove about the streets.

Given an excuse—some extraordinary excuse—for breaking loose from old sartorial restraints, the genus male would adorn himself gaily, emulating the males of birds and beasts and uncivilized human tribes.

When man does shake off his coat, he will do it with a vengeance. His pent-up heat will release itself in finery that will make madam's and mademoiselle's habiliments look pale and lustreless.

But when—O when—is this to be? Perchance when reason and good sense capture the citadel now ruled by stupid conservatism.

UNIVERSITY OF CARNAGE

FIFTEEN years ago this summer the nations of the world matriculated for a four-year course in the School of Bitter Experience. After learning many lessons on the details of military campaigns, the nations came away with one lesson impressed upon them more forcibly than any other. It was the lesson best summarized in the words "Never again."

That lesson is remembered today, and will continue to be remembered throughout the lifetime of the present generation. But unless the present generation succeeds in revolutionizing the spirit and methods of international dealings, future generations may forget the lesson and decide to enroll once more in the University of Carnage.

Anson W. Belding

Associate Editor.

The Modern Recitation

By RANSOM A. MACKIE, M. A.
State Normal College, Dillon, Montana

A MODERN recitation is "an example of true democracy, development of all, through all, under the leadership of the teacher."

The duty of the teacher is to make a brief outline of the entire lesson. This will help him to master the content. He will then prepare a few good "pivotal questions,"[1] with answers which will be expected during the recitation.[2]

This practice for "new teachers" is especially to be commended. If a few good thought questions with essential answers are formulated after thorough preparation, the teacher may quiz the class with the assurance that all the main points will be well emphasized.

In preparing his lesson, the teacher will ask himself: "Will each question 'bring' a large enough unit of content to justify a pupil taking a moment for thought and then making a real contribution?"[2]

Fact questions must not be entirely eliminated, but it is more profitable for the class if the teacher asks "thought questions" or those calling for reason and judgment.

The best teachers still ask a few fact questions and introduce them with any of the old words *who, what, when, tell, give or name,* but more often they ask thought questions framed in such a way that "a knowledge of facts is required in making the answer."

Therefore most questions asked by skillful teachers begin with one of the following: Show, compare, contract, explain, point out, prove or disprove, why or give reasons, give causes and results, advance arguments for and against.

This idea should be emphasized: Thought questions involving facts are distinctly the most beneficial in the educative process.

During the recitation the teacher, besides quizzing the class, criticises answers, both favorably and unfavorably, and supplements the discussion with outside reading material. The last point needs to be stressed. Not always, but often the teacher gives the class ideas not found in the textbook, so he takes notes on what he reads in order that he may present his material effectively.

On the first day of the quarter each pupil writes his name on a small card. These cards are used by the teacher in calling on the pupils during the recitation. As soon as a question is asked, the teacher calls on the pupil whose name is on the top card, to recite. If the pupil called upon recites satisfactorily, his card is placed at the bottom of the pack; if he is unable to recite, his card is placed near the top. In this way those who fail are kept before the mind of the teacher. They will thus be given a chance soon to answer another question.

The cards are used again. The next name is called. Every time two names have been called, volunteers may recite. But it is clearly understood that volunteers are not used until two other pupils have attempted to answer the question.

After the question has been fully discussed if it is very important the teacher or a good pupil may summarize the essentials of the discussion.

In nearly every class there are at least a few pupils having initiative who show good judgment and ability in analyzing subject-matter, and who express thought in a clear and convincing manner. One of such qualifications, after each discussion on an important topic, as already mentioned is requested to present the essentials and to state the main conclusions.

Then the teacher asks another question. Again he calls on two pupils from the cards. If the two pupils do not satisfy the other pupils or the teacher, volunteers are called upon to correct any errors or to give additional information. If the question is very important, again the teacher will "sum up" or he will request a bright pupil to summarize what has been presented by pupils and teacher.

The teacher is supposed to have made a study of each topic in the lesson, but it is only after the pupils have discussed each question to the best of their ability that the teacher offers his additional information.

Of course, the members of the class do their best to answer the questions of the teacher, but besides doing this, they are allowed to ask any questions that have not been well discussed or they may raise new questions. Then volunteers present new material based on collateral reading. Often short reports are made on the main topics or selected questions. After each talk the teacher or the speaker quizzes the class on the report, then a brief discussion follows, in which the speaker is cross-questioned by the class and made to defend his position. After this the pupils offer any additional information they may have found.

The class is an open forum where results of study are pooled for the good of all, and the motto of the class is "each for all and all for each," the class work thus being a co-operative enterprise. The pupils feel responsible for the conduct of the recitation, and as a result, initiative and self-reliance are developed.

The pupils may ask questions either while the teacher is quizzing or afterwards if they think all the essentials have not been emphasized. Dis-

cussions are often transferred to the class circle. Many times questions and answers and criticisms are between pupils with the teacher acting as the leader of the discussion. There is quite a contrast between this plan and the old, when the recitation was always between the teacher and some pupil.

Most of the corrections are noticed and discussed by the pupils. In this phase of the work the class is advised to make constructive, rather than destructive criticisms. If the pupils allow misstatements of facts to go unchallenged, or if they permit unsupported expression of personal opinion to escape, the teacher's work is evident. He corrects errors, criticises, and supplements the work of the pupils. However, as a rule, he takes part only when necessary. The teacher is a guide, and judge, and a critic, but he does not do the reciting for the class, or answer his own questions before the pupils have been given a fair chance to present answers.

The "new teacher" asks fewer and better questions than the "old pedagogues." Besides, he is not afraid of a silence in the classroom.[2] He gives the class "time to think" before asking for a response. After one or two pupils have "recited" on a question the teacher encourages both freedom and desire to offer additional facts or to make inquiry concerning points discussed.

Generally the teacher merely directs the work, counsels with the pupils, advises and leads, without dominating and suppressing the physical and mental life within the room. The teacher stimulates and encourages the class by asking "questions which make the pupils participate."[2] Besides he acts as a court of final appeal. When in doubt on any question the teacher comes to the aid of the pupils, discusses the point in question, then the work is resumed.

At the close of the class period the teacher criticises, favorably and unfavorably, the class discussion and then works with the pupils in assigning the next lesson. If no real problem can be found, the teacher will dictate six or seven questions together with a few good references that will be helpful to the pupils in preparing for the next day's assignment.

Often, when some important question arises which cannot be settled by the pupils at the time, the teacher may announce the desirability of further investigation. In such a case the class is given a few days, sometimes longer, for study and research. Last year, for example, in discussing the government of England one boy said that he had heard that the English government is more democratic than our own. The members of the class immediately took sides in a discussion which followed. As they were unable to convince each other, they decided to have a debate on the question. Nearly every member of the class spent a half-hour or so about every day for a week studying in order to get "evidence" to prove or disprove that the American government is more democratic than the English government. And if the study of government is important, who will say that the time was not profitably spent in investigating the working of two of the most democratic governments in the world?

Teachers who are interested in reading on methods of teaching will find these references very helpful:—

MODERN METHODS

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9. C. L. Robbins, "The School as a Social Institution," Chs. II, XIV. Allyn and Bacon Company, 1918.
10. M. J. Stormzand, "Progressive Methods of Teaching," Chs. II, XIV. Houghton Mifflin Company, 1924.
11. V. T. Thayer, "Passing of the Recitation," Chs. XV, XVIII. D. C. Heath & Company, 1928.
12. F. W. Thomas, "Principles and Technique of Teaching," Chs. VI, XI-XVI. Houghton Mifflin Company, 1927.

College education must equip students to deal wisely and profoundly with questions that have not yet arisen and of whose nature we may have no conception. . . . This is one of the greatest benefits to be obtained by a college education. —A Lawrence Lowell.

Better Schools for Farm Children

By BARTON MORGAN
Iowa State College, Ames, Iowa

1. CONSERVING OUR RESOURCES.

WE HEAR a great deal these days about the conservation of our soil and oil and timber and other natural resources. Since Roosevelt and Pinchot popularized the idea of conservation, most everyone, unless ulterior motives stand in the way, is inclined to be a conservationist. This is well, but in this, as in all other things, we should place first things first.

The most valuable of our resources is our *human* resource. At prices current before the war Irving Fisher, of Yale, estimated the average economic value of each person in the United States to be $2,900. This was a conservative estimate even for that time. Let us do a little figuring. If we multiply $2,900 by 120,000,000, the number of people in this country, we get as a product 348,000,000,000! This is an uncomprehensible amount. It is

8000 times the annual production of gold in the United States (1927).

1000 times the value of all our hogs.

63 times the total annual value of our mineral products (1927).

30 times greater than the value of all our agricultural products (1927).

15 times the value of all our railways (1927).

5 times the value of the annual output of manufacturing goods (1927), and

Greater than the value of the total physical wealth of this country, which is one of the richest nations in the whole world in physical wealth.

This is a comparison in dollars and cents only. If we compare our human resource with our other resources from the standpoint of sentiment, and sentiment is one of the most valuable things in the world, we find our human resource overtopping the others so far that they are almost lost in the shadows.

2. EDUCATION IS A MEANS OF CONSERVING OUR HUMAN RESOURCE.

We conserve our natural resources by eliminating waste, and by scientific methods of development. We conserve our human resource by education. "Indeed, the discovery and development of unusual talent is the greatest conservation movement in which the nation can be engaged. It is greater than the conservation of forests, of coal, or of oil; for these are important only as they minister to man; and man is distinguished from the brute creation precisely in the matter of his mentality."[2]

Herbert Hoover gives his opinion on this question. He said: "As a race we produce a considerable percentage of persons in each generation who have the intellectual and moral qualities for the moral and intellectual inspiration of others, for the organization and administration of our gigantic economic and intellectual machinery, and for invention and creation. I believe that we lose a large portion of those who could join these ranks because we fail to find them, to train them rightly, to create character in them, and to inspire them to effort. Our teachers are necessarily the army of inspectors in our nation who must find these individuals, and who must stimulate them forward."[3]

From another source we read this statement: "The savage can fasten only a dozen pounds on his back and swim the river. When he is educated enough to make an ax, fall a tree, and build a raft, he can carry many times a dozen pounds. As soon as he learns to rip logs into boards and build a boat, he multiplies his power a hundredfold; and when to this he adds mathematics, chemistry, physics, and other modern sciences he can produce the monster steel leviathians that defy wind, storm, and distance, and bear to the uttermost parts of the earth burdens a millionfold greater than the uneducated savage could carry across the narrow river."[4]

Why the great difference in prosperity among nations?[5]

Spain has natural resources in abundance, but no education. She is poverty stricken. Holland has nothing to live upon but mud banks, and some of these belong to the sea, but she maintains a fine school system, and, therefore, she is rich. Mexico has oil and minerals and fertility but no schools. Look at the poor revolution-ridden thing! India and China and Russia have plenty of natural resources, but they have not developed their human resource through education. Their people often suffer dreadfully for want of the bare necessities of life. In this country we have brought the level of education up to the seventh grade. We are much more prosperous than Mexico or Spain or China or India or Russia.

Within our own borders we find what seems to be a close **causal** relationship between the amount of education enjoyed by the people in any particular state or economic group and their prosperity.[6] In the light of this evidence it seems to the writer

2 B. R. Buckingham, formerly Director of the Bureau of Educational Research, Ohio State University.

3 Hoover, Herbert, Journal of the National Education Association, March, 1923, p. 79.

4 U. S. Bureau of Education, Bulletin, 1917, No. 22.

5 See McAndrew, William: Planning the Upkeep, World's Work, February, 1924.

6 Education Pays the State, U. S. Bureau of Education, Bulletin No. 33, 1925.

that lack of equality in educational opportunity is one of the principal things that ails agriculture.

3. EVIDENCE OF INEQUALITY OF EDUCATIONAL OPPORTUNITY.

The average length of the school term is 156 days in rural schools (rural is taken as everything below 2,500 population) and 183 days in urban schools. The total per pupil cost in average daily attendance is $75.01 in the rural schools, and $129.82 in the urban schools. The average value of school property per pupil enrolled is $99 in the rural schools and $299 in the urban schools. The average salary of all teachers, supervisors and principals in the rural schools is $855, and $1,878 in the urban.[7] The median rural teacher has only a high school education, and has taught one year, while the median city teacher has a college education and has taught five years. The median rural library has 100 books and the city school library 5,000 books.[8]

Of the rural children between fifteen and eighteen years of age only 25.7 per cent. are in high school, as compared with 71.1 per cent. of the urban children of the same age.[9] Only 4.6 per cent. of all rural children enter college, as compared with 12.8 per cent. of all urban children who enter college.[7]

In Iowa, the heart of the agricultural region, we find that the tax rate for school purposes is twenty-one mills in the one-room rural districts, fifty-six mills in the rural consolidated districts, and eighty-two in the urban districts. [10]

Of the entire enrollment in elementary schools in the United States, 57 per cent. of the children are found in rural schools (2,500 population and under); 64 per cent. of the teachers; and 91 per cent. of the total number of elementary school buildings. Of the number of elementary schools, 161,531 are one-teacher schools, 20,135 are two-teacher schools, and 16,291 are consolidated schools.[11]

It may be argued that the data given here are not evidence of superiority on the part of the urban schools; that results are all that count; and, on the basis of results, the rural schools are superior. The idea that rural children are superior in scholarship is based upon faulty reasoning. The performance of a select few cannot be compared with the performance of many. By such comparisons, the Chinese, the Japanese, and the Hindus have elementary schools very superior to our own.

In a recent bulletin[12] published by the U. S. Bureau of Education comparisons are made between the median scores of pupils in large and in one-teacher rural schools. Of all the comparisons made in reading abilities in the two types of schools the pupils in the larger schools excelled in 76.5 per cent. of the cases. In arithmetic, the pupils from the larger schools excelled in 80.6 per cent. of the cases. Such data as the writer has been able to gather indicate that the city schools are even more effective than the large rural schools.

Some people claim that the rural school is superior to the urban because it has produced the most leaders and notables. This notion is also the result of faulty thinking. In the early history of our country most of our people lived on farms and attended one-room schools. Perhaps, too, there was more equality in our schools then. However this may be, an analysis of those whose names appear in "Who's Who" shows that *on a per capita* basis *six times as many notables were born and reared in the city as in the country.*

4. WHAT DO LEADERS IN THOUGHT AND ACTION THINK OF THIS INEQUALITY OF EDUCATIONAL OPPORTUNITY?

In answer to this question let us call the roll of a few who are specially well qualified to speak.

1. Abraham Lincoln: "I hope the time may come when our country shall guarantee to all an unfettered start and a fair chance in the race of life."
2. Herbert Hoover: "One civilization after another has been wrecked upon the attempt to secure sufficient leadership from a single group or class. If we would prevent the growth of class distinctions and would constantly refresh our leadership with the ideals of our people, we must draw constantly from the general mass. The full opportunity for every boy and girl to rise through the selective processes of education can alone secure to us this leadership."
3. Charles Evans Hughes: "The American ideal is the ideal of equal educational opportunity, not merely for the purpose of enabling one to know how to earn a living and to fit into an economic status more or less fixed, but of giving play to talent and aspiration and to development of mental and spiritual power."
4. Henry Suzzallo: "A *square deal* in adult life is not worth much unless there is a *fair chance* during childhood."
5. E. O. Sisson: "The biggest task for America is to keep the common everyday man *in the running*. It is small comfort to him to have been 'born equal,' if when he wakes to the fact that he was once entered in the race, he has already lost all chance of winning even a place."
6. William McAndrew: "Our country is founded on equality. We haven't the same abilities;

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7 From Printed Program, Department of Rural Education, N. E. A., Cleveland, Ohio, February, 1929.

8 Research Bulletin of the National Education Association, Volume 4, No. 4, September, 1926.

9 Report of the Commissioner of Education for 1928.

10 Study of tax recipts of counties in Iowa; Barton Morgan.

11 U. S. Bureau of Education.

12 Bureau of Education, Educational Achievements of One Teacher and Larger Rural Schools, Bulletin, 1928, No. 15.

how are we going to have an equal chance if any of us are denied a good public school education? Let's boost the public schools and give to every American kid, rich or poor, the enjoyment of his inherited right."

7. John Dewey: "What the best and wisest parent wants for his own child, that must be the community want for all its children. Any other ideal is narrow and unlovely."
8. Horace: "Surely it is your concern when the wall of your neighbor's house is burning; fire neglected is apt to gain in power."
9. Herbert Spencer: "No one can be perfectly free until all are free; no one can be perfectly moral until all are moral; no one can be perfectly happy until all are happy."

Jefferson once said that no man could be both ignorant and free, and Lincoln said that we could not exist as a nation half slave and half free. It is a question whether or not we can exist half ignorant and half-educated.

5. WHAT CONSEQUENCES HAVE APPARENTLY RESULTED FROM THE INEQUALITY OF EDUCATIONAL OPPORTUNITY?

The first consequence due to lack of equality in educational opportunity is the low labor income per person gainfully employed. This income is two and one-half times as much in the city as in the country. This difference cannot be justified on the grounds of capital invested, hours of labor, or the skill required.

Education increases earning capacity. A great many studies have been made to show the money value of education.[13] Few would claim that differences in educational opportunity wholly account for the differences in wealth and income. On the other hand it cannot be denied that education is not a casual factor in producing economic well-being. The United States Department of Agriculture and the various state agricultural colleges have made a number of investigations of the differences between the incomes of educated and uneducated farmers. All these studies show that in the majority of cases the better trained farmers receive the better incomes.

In three representative areas in Indiana, Illinois, and Iowa tenant farmers with a high school education receive an average annual labor income of $526 a year more than the men with only a common school education. A college education adds to this average $453 a year, making the income of college graduates $979 more a year than the labor earnings of the men with only a common school education.

Cornell University has estimated that a high school education is worth as much to a farmer as $6,000 worth of bonds bearing 5 per cent. interest, and that a college education is worth twice that amount.

"In those states where illiteracy is lowest, expenditures for education are highest. Where illiteracy is highest, per capita wealth is lowest. Where illiteracy is lowest, the average length of public school life is highest. Where illiteracy is highest, average wages are lowest."

Twenty-two per cent. of the master farmers in the Middle West have had a college education.[14] It does not seem unreasonable to conclude that education of the right sort will enable the farmer to bring his earnings to somewhere near a par with workers in urban occupations.

The second problem arising from the inequality of educational opportunity is that the farmer is losing control of the land he works. About thirty-eight per cent. of all farms are worked by tenants, and in the richer sections of the corn belt this percentage reaches about 50 per cent. The farmer is also losing control of the land he works through the mortgage route and the drift of wealth to the cities. The total farm mortgage now amounts to about twelve billion dollars.[15] It is over one billion in Iowa. When we stop to consider that the whole Civil War debt was three billions we can realize what a twelve-billion mortgage means.

Education of the right sort will enable farmers to co-operate to an advantage and to secure more favorable legislation. It will also increase earning power as the data given above shows. By educating her farm population better than any nation in the world, Denmark has reduced her number of tenants from 90 to less than 10 per cent. Education of the right kind should enable the American farmer to again control the land he works and to stave off peasantry.

Another rural problem which seems serious to many students of rural sociology is the drift of the brighter class of young people from the farms to the cities.[16] In New England we find the farms occupied by the lower classes of foreigners from southern Europe. For the most part they have low living standards and care little for fine American traditions which have made our rural population the bulwark of the nation. What has happened in New England is happening in Iowa and in the corn belt, but this is a story in itself.

It is interesting, however, to note in connection with rural migration the opinions of a few of our outstanding students of the problem.

President R. M. Hughes of Iowa State College:

"I have never been concerned over the possi-

13 Education Pays the State; U. S. Bureau of Education, Bulletin No. 33, 1925. Lord, Everett; The Relation of Education and Income, Alpha Kappa Psi Fraternity, 1050 North Delaware Street, Indianapolis, Indiana.

14 Byram, H. M., Master's Thesis, Iowa State College, Ames, Iowa, 1928.

15 Campbell, Macy: Rural Life at the Crossroads.

16 Huntington, Ellsworth: The Sifting Power of Cities, Scribner's Magazine, September, 1926.

Flowers, Montaville: Young America in Revolution, World's Work, July, 1927.

Launcelot, W. H.: What is Happening to Iowa, Iowa Agriculturist, Jan., 1923.

Wallace, H. A.: Wallace's Farmer for Mar. 7, Mar. 28, and May 9, 1924.

bility of a food shortage developing as a result of people leaving the farms, but I am concerned with the fact that our great cities are not maintaining their own populations. Cities such as Des Moines in our own state, New York, and other large centres of the nation, are depending on farm-reared children to maintain their population. Because of this situation, unless we have the right kind of people in our rural districts, America has no future. In the maintaining of people with the right ideals and character on our farms, it seems to me we have a real national problem."

Ex-Governor Lowden of Illinois: "The thing that is needed most now is education—education of the farmer himself and of the business man as well—as to the need of an organized agriculture. I know how difficult it is going to be to acocmplish this, and yet I am so thoroughly persuaded of the imperative need of organization that I am willing to do what I can."

Theodore Roosevelt: "No growth of wealth can make up for any loss in either the number or the character of the farming population."

James J. Davis, Secretary of Labor: "Stay on the farm. There can be as much happiness on a farm in these twentieth century years as exists within our cities. Even our city dwellers are beginning to cast a longing glance at the great open spaces."

George Washington: "The more I am acquainted with agricultural affairs the better I am pleased with them; insomuch that I can nowhere find so great satisfaction as in these innocent and useful pursuits. In indulging these feelings I am led to reflect how much more delightful, to an undebauched mind, is the task of making improvements on earth, than all the vain glory which can be acquired from ravaging it by the most uninterrupted career of conquests."

No one should hold on the farm those who would be more prosperous, happy and useful elsewhere. However, when one looks at the conditions in some of our industrial centres into which so many of our untrained farm youth go, he is inclined to think that they might have been better off on the farm, provided that the farm afforded all that it might through proper education. This education should improve the economic well-being of the people; it should bring better homes, more conveniences, more leisure, and better social conditions. It should provide for wholesome recreation and an appreciation for the things which enrich life. These things will give rural life more social prestige and make it more attractive.

The writer does not advocate a back-to-the-farm movement. He believes, however, that those who work our farms have a right to a fair degree of prosperity and happiness, and that the rewards should be such as to attract a fair percentage of the better brains produced on the farm. If this cannot be done, the farm will eventually become "a fished-out pond in which is left only bullheads and suckers."

Some readers will feel, no doubt, that too much power is claimed for education as a means of helping the farmer. They may point out that much of our present-day education is not meeting human needs anywhere. The writer hastens to assert that he is not endorsing just any old kind of education. The education that will solve the problems suggested in this article must be directed definitely toward the realization of carefully set-up objectives, and it must embrace the best that modern educational science and philosophy have to offer.

Many students of the farm situation propose, not more education, but co-operation and legislation. The writer's contention is that co-operation and *intelligent* legislation will arrive only through proper education. Denmark is cited as an example of what co-operation will do, but the people in Denmark did not co-operate before they were educated to it. Denmark's splendid folk high schools should be given the most of the credit for the good things that have come to the tillers of her soil. Let's rest the case on the following quotation from "Light from the North," by Joseph K. Hart.

"Let us look at the Danish scene during the same period (Civil War to present). Sixty years ago the Danish farmer was still a peasant, living after the immemorial fashion of European peasantries and practicing agricultural arts that had not changed since Neolithic times. But about 1865 a profound revolution began in rural Denmark. Today the peasant type has all but disappeared from the land. In his place we find the most modern of farmers, with scientific technics at his command and practicing an agriculture—in all its varied branches—such as can be found nowhere in America except on the experimental farms of the agricultural colleges. Moreover, along with this technical advance, the Danish rural population has developed an intelligence that, in the words of an official of the state, "has made it capable of creating and successfully operating the several vast co-operative enterprises of the nation and of governing its own affairs and managing its own interests . . . in a discriminating manner." With all this, these former Danish peasants have become one of the two most powerful political influences in the land. In the light of what has happened to the American farmer within this same period, should we not be justified in saying that Denmark has produced either the last of the independent farmers, or maybe, the first really independent farmers the world has ever known?

"But such independence does not come by accident; neither is it, in any observed case, the gift of a bountiful Providence. As the world

goes, it is something that must be achieved by those who would possess it. The existence of such an independent type in the modern world drew me—as it has drawn hundreds of others—to Denmark in the summer of 1925, where I was able to spend some weeks of joyous living and adventure. I wanted the explanation of the facts. *When I asked for the secret, from all sides came a single answer: It is the work of the people's high schools; the rural high schools are responsible."*

6. WHAT IS THE WAY OUT?

To go into any detail as to the way to secure better schools for rural children would make this article many times its present length. It is perhaps sufficient to say that the way out seems to lie along these general lines: (1) Supplementing our general property tax with equitable special taxes; (2) federal money for public schools; (3) more state money for public schools; (4) a workable plan of distributing the state and federal funds in which the principle of *equalization* shall be given more consideration than *reward for effort;* (5) consolidating rural districts wherever feasible; (6) securing the best teachers possible; (7) setting up intelligent objectives.

If the foregoing steps are carried out, much progress will have been made toward realizing Lincoln's ideal of giving to all an unfettered start and a fair chance in the race of life.

Non-Collegiate Division in High School

By PERCY E. ROWELL
Technical High School, Oakland

FOR several years classes have been maintained in the elementary and junior high schools for those students who, for various reasons, do not fit into the standard classes. When compulsory education raised the limit to eighteen years these students had to be taken care of in special classes, which, for the lack of a better name, were called "z." It was soon discovered that the work in these "z" classes consisted of about the same subject matter as in the college-preparatory courses, but given more slowly and in a manner less rich in detail. Each department of the school, which had such classes, conducted them independently of the other departments, and there was no co-ordination between them.

The Non-Collegiate Division was started in Oakland August, 1928. In January, 1929, courses were being given in English, four classes; mathematics, one class; world history, two classes; United States history, three classes; economic geography, two classes; science, two classes, general language, two classes; Spanish, one class; with twelve teachers. None of these courses were of the diluted form, but were developed into something entirely new.

The meetings of the teachers of this division were seminars, in which the problem as a whole was considered, and the teachers were instructed to break away from the traditional, in order to establish effective solutions. The results of all the experiments have been preserved, and the gains of this year will serve as foundations for the experiments of next year.

In preparing the courses the teachers were instructed to keep in mind the following objectives: Immediate usefulness, social adaptation, business availability, application to local conditions, preparation for everyday life, to teach currents events, whether in mathematics, English, science, geography or history; to make use of a rich content, rather than to dilute it, to give a large variety of topics in order to take care of a quickly changing interest; to make use of the desire for repetition of mechanical processes, to use drawing as a means of expression, to strive for oral expression more than for written work, and finally, which is the most important, to strive for continuous growth and not for a continuous advance in subject matter.

Students may take only one subject in this division, or they may take two, three or four subjects, according to their ability or desires, upon the advice of their counselors. Any student who shows power may be transferred from the non-collegiate courses to the college-preparatory courses. The door is always open. We are finding, however, that the courses in this division are proving so attractive that the movement is toward them and not away from them.

If we analyze the kinds of work by which persons earn their living we will realize that omitting the professions, industry and agriculture, they occupy some clerical position. That is, they serve the general public. For this reason their education should first of all develop social characteristics, contain the elements of the many phases of everyday life, and lay the foundation for a later adjustment to changing conditions.

College preparatory courses, even at their best, do not accomplish this end; they are preparatory only in the sense that they lead toward college. If diluted, as they sometimes are for the so-called "general" courses in the high school, they are even less preparatory for life, if measured from the social or business viewpoint.

In order that contacts may be made with business, we have speakers from business houses, especially employment managers, address the students of the Non-Collegiate Division concerning the qualities which are deemed desirable in employees.

Personal and Professional

SETH SEARS, who retires as a Boston principal after forty-three years in the Boston school system, was tendered a testimonial dinner on June 22. He is one of a famous group of principals who came into the Boston schools at about the same time. In that group were L. P. Howard, Harry C. Parker and Herbert L. Morse, all of whom have recently retired.

JOHN LEE COULTER, president of the Agricultural College of North Dakota since 1921, has accepted appointment as chief economist of the United States Tariff Commission, and has resigned the presidency of the College at Fargo to take effect August 31. Dr. Coulter has had an unusual professional life. He earned his doctorate of philosophy and graduated from the law school before he began his professional career in education on the faculties of Iowa State College and the Universities of Wisconsin and Minnesota. He had Federal appointments for special service in agriculture and economics before accepting the presidency of the North Dakota Agricultural College, all of which especially qualifies him for his new Federal service.

RICHARD W. CORWIN, M.D., Pueblo, one of the world's famous surgeons and hospital creators and managers, a charter member of the American College of Surgeons, a devoted and very active member of the National Education Association, died on June 20. We have had no more interesting and stimulating friend than he had been for a third of a century.

DR. FANNIE FERN ANDREWS, 295 Commonwealth avenue, Boston, a member of the governing Board of Radcliffe College, is president of the Iota Chapter of Massachusetts, Phi Beta Kappa (Radcliffe College). Dr. Andrews has been exceptionally serviceable in various lines of public service. She has rare ability, high scholarship, a wide range of acquaintance and is a skilful organizer.

WILLIAM H. J. KENNEDY succeeds Wallace C. Boyden, who has been principal of Teachers College of the City of Boston for twenty-nine years, following ten years on the faculty. Mr. Kennedy has been dean of the College for several years, so that he will carry on with delightful efficiency. He has had the best of professional preparation and experience. One of the chief features of Mr. Boyden's service has been the building of a highly efficient faculty.

JASPER T. PALMER, Junior High School, Mount Vernon, N.Y. is an expert in the philosophy and practice of junior high school activities. He was one of the school men to master the vexatious complications of this modification of school administration, and he has kept in the lead all the time.

M. L. BRITTAIN, president of "Georgia Tech," of Atlanta, who has made that institution rival "Massachusetts Tech" and the Pittsburgh Institute of Technology and lead all others, has a charming campus, which he says has been half paid for by gate receipts at football games. That shows that it pays to have a better football team than either of its rivals, better than that of any other educational institution in the country.

RALPH FLANDERS, manager of the New England Conservatory of Music, has demonstrated remarkable efficiency in every phase of promotion of an institution, professionally, artistically, and financially. In the last year he secured a $400,000 additional building, all paid for, providing forty more music rooms and one of the best social halls in any institution in New England.

FRANKLIN S. HARRIS, president, Brigham Young University, Provo, Utah, is in Russia, chairman of a commission of seven specialists of the United States selected by the Russian Government to help settle a large number of Jews on land set apart for them in Siberia. It is one of the most interesting industrial adventures undertaken in modern times, and Dr. Harris is specially adapted to the leadership of such a unique experiment. There is keen interest in the success of this transportation of a racial group. If it succeeds it will lead to other racial ventures.

J. H. WAGNER, in charge of the Alaska educational work, is a graduate of the Indiana State Teachers College, L. N. Hines, president. He has been superintendent of schools, Pueblo, and state superintendent of New Mexico.

GEORGE G. DAVIS, secretary-treasurer of Lombard College, succeeds President Curtis W. Reese. Colonel Davis is a graduate of Harvard, and was promoted to Lieutenant Colonel for service in the World War in the Army of Occupancy. It is another illustration of promotion in university service.

The Honor System

BY ARTHUR DEAN

Boys and girls go to school and college to develop character as well as mind. To the degree that they require examination watchers their education is a failure in developing one of the formation stones of life — character.

As a matter of fact, superficial judgment to the contrary, the greater majority of young people can be absolutely trusted in examinations. It is the occasional exception who takes advantage of the honor system that destroys the good and wholesome influence of the idea.

An examination cheater is a character defective surviving from the old days when the teacher watched hawk-like for rule infractions. Under the old watching system the presence of the teacher was a sort of challenge. The idea grew up among a considerable minority that if a student could cheat with the teacher present it wasn't reprehensible — it was just beating the teacher. Then came the honor system. With a small percentage the old idea persisted so strongly that in many places it threatens to wreck the nobler structure.

According to most honor constitutions, students are expected to report infringements by classmates. Ah! that's the trouble. The good students don't want to tattle. They are willing to abide by the system and refrain from cheating themselves. But while they deplore the action of the few who are yellow enough to cheat, they refuse to squeal on them.

In my teaching days I often walked out of my classroom quite deliberately during an examination and stayed out until the time to collect the papers, saying to myself: "It is better that five per cent. of these boys be given a chance to be dishonorable than that ninety-five per cent. be denied the opportunity of practicing honor." It was a bold and possibly an unwise thought, but I felt then, as I do now, that youth should be given chances to be trusted.

It is too much to expect that a straightforward young person will tell. All he or she wants is a chance to pass his or her own examination.

I stand for a little more constructive thinking on how to help the ninety and nine who want a chance to be honorable, and for less attention to the scallawag. Let him cheat — and pity him. He will pass out into the world of work weakened by his habit. He dooms himself to a poor place in the regard of his fellow men.

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EDUCATION IN ACTION

Teaches 47 Years In Same Room

After teaching in the same schoolroom for forty-seven consecutive years, Mrs. Harriet R. Wyman has just retired from the subprimary grade at the North Street School in Dover-Foxcroft, Maine. About a half century ago Professor Edwin P. Sampson put the "finishing touches" on Miss Wyman's education at the Foxcroft Academy. Now he has joined with Edward Howard, her youngest and most recent pupil, in recognizing her years of unselfish service. Edward presented to Miss Wyman a white satin bag containing $180 in gold, while a testimonial letter in behalf of the school board and the parents and grandparents of her pupils, was given to her by Professor Sampson. Miss Wyman taught for a year in North Street School before entering the primary room, making a total of forty-eight years in one school, in addition to a year's work in rural schools.

British Educators See Active Future

Sir Charles Trevelyan's appointment, or rather reappointment, as president of the British Board of Education has excited interest and pleasure among English and Welsh educationists. He was, as C. P. Trevelyan, Minister for Education in the previous Labor Government (in 1914), and his work was regarded with general approval. The main lines along which future developments will take place under Sir Charles's guidance are expected to be in the direction of raising the school-leaving age to fifteen, an increase in the number of secondary school pupils, more scholarships and maintenance allowances for children of poor parents, and the improvement of faulty school buildings. The aim of secondary education for all is an ambitious one, but undoubtedly that, too, will be set in full view by the new Minister, and he will endeavor to achieve it within a reasonable time.

Intelligence Shortage Not Found in France

Those who complain of an "intelligence shortage" seem to ignore the fact that in France there are 19,415 students in law, 12,224 in literature, 16,196 in medicine, 3,135 in pharmacy and 12,387 in the sciences. For the graduates in letters there are still plenty of openings not only in France but in the colonies. On the other hand, only some seven to eight thousand graduates a year are needed to replenish the ranks of the 27,000 doctors in France. But the enrollment in the medical schools is double what it was in 1913, and the medical world is experiencing something like traffic difficulties. Of course, doctors out of a job can always go in for literature. They could even try politics in a pinch. M. Clemenceau, who was once a doctor, did and has not got on too badly.

Schoolgirl Flyers Have Chaperon

What is believed to be the first course in aviation ever offered by a fashionable girls' school was announced by the Mason Junior College and School for Girls of Tarrytown-on-Hudson. Although quite orthodox in that it will meet all Department of Commerce regulations in flying instruction, the new course probably is unique because "all pupils at all times will be accompanied by a chaperon." All applicants for aviation training, in addition to the standard physical examination required of all girls entering the Mason school, will have to pass the medical reqiurements established by the Department of Commerce for those who intend to take up flying.

More Girls Graduate Than Boys in New York

More girls than boys were graduated in June by the public schools of New York City. Figures indicate that 64,477 diplomas were distributed at graduation exercises. Of these 33,612 went to girls and 30,765 to boys. These are record figures, showing an increase over corresponding figures issued in past semesters. Only in the four-year high school division did the boys outnumber the girls. Even in that classification the girls attained a percentage of 91.5 of seniors graduated. The corresponding figure for boys was 91.2.

New Alphabet Raising Literacy

"In one year more people in Turkey have learned to read, using the new alphabet, than have ever been literate at any one time in the history of the country," declares Professor Lee Vrooman, Maine man, dean of International College, Smyrna, Turkey, who has arrived in this country en route to visit his father. "The Government," he said, "is deeply interested in pushing educational work in Turkey. Because Turkey is primarily an agricultural country, they are endeavoring to increase instruction in proper methods of argiculture and animal husbandry. 'Dry farming' has become a good Turkish expression! The Turkish Government has sent men into Germany, France and America to study agriculture, and when they return some will staff a government agricultural school, not far from International College."

Interesting Men Hard to Locate

The college girl of to day is encountering difficulty in finding an interesting husband, said the Rev. Daniel A. Lord of St. Louis speaking before the Catholic Woman's Sodality convention at Chicago. The bachelor girl with her Bachelor's degree is becoming too erudite for the college boy with his A.B., he said. Not that girls go to school any longer than the boys, Father Lord explained, but because cultural subjects are slighted in favor of commercial and professional studies in college courses for men. "College women are not marrying as much as they used to," he said, "partly because some of them want careers, but one of the fundamental reasons is the difficulty lots of them run against in finding college men whose conversation and companionship interest them. Not a few who do marry young gentlemen with diplomas find their husbands have little care for any mental exercise that is not linked up with a business or profession." "The educated women of America are the liberally educated class of the country these days," he said. "The 'educated' men as a class have fallen behind—they haven't the ground work for it."

Palestine Pupils Work for Health

School children of Palestine are helping to raise the country's standard of public health. They are acting as sanitary inspectors, and some of their duties are to assist the school nurse in the teaching of hygiene, to safeguard conditions in the schools and their own homes, and to report to the health authorities on the sanitary conditions of dairies and food shops.

Scotch Pupils In Long Strike

As a protest against attending a school they disliked, 100 children in Newmains, Scotland, have been on

strike since the first of this year. Seven of the parents whose offsprings have been absent from school for more than five months were recently arrested, charged with having failed to comply with attendance orders issued in behalf of the education authority, but the plan failed, and the children are still "out."

Negro Begins West Point Duty

Alonso S. Parkman, Chicago negro, who entered the Military Academy at West Point July 1, will be treated in exactly the same manner as the white members of his class, Colonel R. C. Richardson, commandant of the Academy, said. The officers at West Point are interested solely in what a man does, the Colonel said. When a man enters the academy, the Colonel added, he turns over "a new page in the book of life and what is written there is written only by himself." "There will be no discrimination of any description" against Parkman, the Colonel stated. The cadet has been assigned to the second company, the selection being made on a basis of height. He was one of several assigned to a single room, but this assignment was made in accordance with the regular system followed at the academy, the Colonel said. Parkman is the first colored boy to enter West Point since 1917.

Three New Buildings At Indiana Normal

Indiana State Normal College, Terre Haute, Ind., announces that three new buildings will be ready for occupancy at the beginning of the Fall term, October 1. One is a new heating plant costing $93,000 which will house two 360-horse power boilers. The building is finished with faced brick, matching the other buildings on the campus. The women's Residence Hall, representing an outlay of $180,000 for building and furnishings, is designed to accommodate about 190 women. An inner court and sunken gardens add greatly to the beauty of both the new hall and the old hall which are joined by connecting wings at the front and rear. The new gymnasium is to be a physical education centre that will compare favorably with any in the state. The shell of this building was erected two years ago, but shortage of funds prevented its completion. The gymnasiums will be on the first floor, and classrooms and recreation rooms on the second floor. Showers and locker rooms are now being installed.

Saving of Sight In the Schools

The following are some of the questions and answers on sight-saving classes in school systems prepared and published by the National Committee for the Prevention of Blindness: "What are sight-saving classes? Classes established in public and private school systems for the education of children who, because of seriously defective vision, cannot be profitably educated in the regular grade." "Why should not such children be educated in schools and classes for the blind? The two systems of education are different: For blind children, the chief avenue of educational approach is tactile; for sighted children, it is visual." "How are sight-saving classes valuable? They are valuable to: 1. Handicapped children: By giving educational advantages to children with seriously defective vision while saving their sight. 2. Normally sighted children: By relieving the grade teacher of the necessity for devoting a disproportionate amount of time to handicapped children. 3. The educational system: By relieving the system of those repeaters who have failed to make their grade because of defective vision. 4. The State: By investing in children who will become an asset rather than a liability to the community." "What children are candidates for sight-saving classes? In general children whose vision ranges between 20/200 and 20/70, together with children suffering with progressive eye troubles." The National Committee for the Prevention of Blindness, believing that sight-saving classes are among the most important ways of conserving sight, and preventing blindness, offers its service and where necessary will send a member of its staff experienced in this work to any community for legislative or educational work looking to the establishment of such classes.

Peru Gives Church Control in Schools

Doctrines opposed to the religion of the state (Roman Catholic) cannot be taught in either official or private education establishments, under terms of a decree signed by President Leguia of Peru. Another proviso states that private institutions infringing on the law will be closed and properties confiscated. Moral and religious education given in all schools of the Republic of Peru, private as well as official, will be subject to plans and dispositions the Government dictates, with textbooks limited to those approved by the Ministry of Education. Religious instruction prescribed in the foregoing may be dispensed with in the case of children whose parents belong to other faiths than the Roman Catholic, provided dispensation is solicited from the Minister of Education.

Scots Study Reading Tastes

An investigation has recently been conducted under the auspices of the Educational Institute of Scotland into the attitude of secondary school pupils, both boys and girls, to poetry and prose, respectively. The investigation was conducted by E. M. Heron of Aberdeen. The result of a questionnaire showed that the average for the boys of all age groups who liked poetry was 40 per cent. The girls, on the other hand, averaged about 70 per cent. It was found that boys began by liking poetry in the first year to the extent of 60 per cent., but the percentage fell in the sixth year to 46. In the case of the girls, on the other hand, the initial percentage was nearly 75, rising to 100 in the sixth year. With regard to prose, for the whole of the boys the average was nearly 70 per cent., as against about 60 per cent. for the girls.

Human Engineers Open Character School

Prominent personalities in character analysis, embracing phrenology, physiognomy, astrology, numerology and morphology participated in a unique symposium recently at Rahway, N. J., as a preliminary step toward establishing a school of instruction three days a week for the rest of the summer. The Society of Human Engineers sponsored the gathering, the first of its kind to be held. Character building from every angle will be taught in the proposed school. It is aimed to produce an intelligent understanding and manipulation of self, physically, mentally and emotionally.

Co-Education Rules in Harvard

Co-education took possession of Harvard for the summer as nearly 2,700 men and women from all over the United States and abroad registered for the six-weeks' summer courses. Expanding scope in the summer school is evidenced by the three new courses under the School of Landscape Architecture. Educators form a considerable element in the summer student body, which will be taught by 137 outstanding lecturers of America and Europe. Only fifty-eight of Harvard's 293 summers have been given over to instruction. The importance of the summer work has increased with the necessity for educators to extend their knowledge while their own schools are not in session.

Dedham School Row May Go to Court

The controversy between a group of Dedham, Mass., citizens and the school committee over an appropriation of $500,000 for a new junior high school and an addition to the Riverdale

School will go to the supreme court, Dr. Frederick E. Grant, chairman of the school committee, declared following a joint session of the board of selectmen and the registrars of voters, which was called to certify the names of 279 citizens signed to a petition, asking for a referendum on the appropriation. The school committee had previously recommended the appropriation and the members of the representative town government had voted in favor of the recommendation. A group of citizens, headed by Francis W. Lawrence, who opposed the expenditure of that amount of money, then circulated a petition asking for a referendum vote of the entire town on the matter. Dr. Grant questioned the validity of some of the 279 signatures which had been attached to the petition, and the selectmen, with the registrars of voters, went over the names and certified them. The chairman of the school committee then said the matter would be taken to the supreme court.

College Women's Salaries Small

College women earn more than women of less education, but fail to enter the fields where chances of financial rewards are greatest, according to Dr. Margaret Elliott, assistant professor of personnel at the University of Michigan. She said that of 1,752 college women replying to a questionnaire 55.5 per cent. were engaged in teaching. Only 3.7 per cent. of this group earn more than $3,000 a year, she said, while 8.2 per cent. of the women engaged in commerce and 7.2 per cent. engaged in manufacturing receive salaries above $3,000. Women with only a high school education, she said, concentrate in clerical and financial work, while college and normal graduates and women with a partial college education tend toward teaching.

State Colleges Usually Low

Tuition is rarely free in state-supported colleges and universities, but rates are low to students who are residents of the state in which the institution is located. Non-residents must pay larger amounts. In most of the institutions some income is derived from students by adding certain "annual fees," or "annual fixed charges." In half of the state colleges and universities tuition for arts and science plus fees is under $66 for state students, and under $134 for non-residents. The average for all state institutions is $81 for residents and $140 for non-residents. Expense for board and room is the largest single item for students in state higher institutions. The general average is $276 for the college year.

TREND OF THE TIMES

AIR-MINDEDNESS of America will result in all first-class mail being hauled through the air and most of the rapid passenger traffic and nearly all fast express being conveyed by airplanes, according to a prediction by P. G. Johnson, Seattle, Wash., president of Boeing Air Transport, Inc. Fog is expected to be conquered with the completion of the radio communication system between airports and planes.

"YOUNG OFFENDER" problem has become so serious in New York City that Warden Harr C. Honeck, of the City Prison, Brooklyn, has organized groups of volunteer workers to conduct "salvage work" among that class in the prison. There is also a movement on foot in Brooklyn to establish a court there to have exclusive jurisdiction over cases of boys below eighteen years of age. The State Commission on Correction asserts that "one is impressed by the large number of young men and boys detained in this prison charged with serious offenses."

CONSUMERS in France have joined in an enormous organization numbering 12,000,000 persons in order to protect their interests and to bring pressure on Parliament to reduce living costs. Already its central committee has carried its first recommendations to the members of the Chamber of Deputies and the campaign against the high cost of living is being picked up by the press.

AFTER CENTURY OF DISPUTE, which as recently as last December threatened war in South America, the governments of Paraguay and Bolivia have agreed to undertake a peaceful determination of the boundary line between the two nations. The commission conciliating differences between the two countries which has been at work three months under the leadership of Brigadier General McCoy, is composed of two commissioners each from Bolivia and Paraguay and one each from the United States, Cuba, Mexico, Colombia and Uruguay.

EUROPEAN TALKING FILM interests, representing more than $300,000,000 capital, have signed an agreement in London under which they will merge their sound film activities and patents. The new alliance is regarded as establishing a united European front against the American talkie interests.

THIS GOVERNMENT will continue to be controlled by men, and it should be, according to Congresswoman Pearl Peden Oldfield of Arkansas. "By this I do not maen that women will not take an increasing part in public life and will not fill many important offices, but the necessary experience of men in worldly affairs as the bread winners of the family gives them a tremendous initial advantage in entering upon a public career. I cannot say, either, that I think women would more creditably represent the nation than men," she added.

INVASION of "an English language" in Latin America is being fought editorially in Mexico City by a newspaper there that is objecting to the spread of talking motion pictures. The newspaper voices the belief that Latin American peoples, through seeing and hearing American "talkies," will gradually become accustomed to the English language, thus opening the way to the possibility of English eventually supplanting Spanish.

SOVIET RUSSIA may be the workman's paradise, but henceforth there will be angels with flaming swords to see that the workman earns the right to the apples and other delights of the Soviet garden. The angels will materialize as the Supreme Council of National Economy, which controls Soviet industry, and their sword is the council's new order to institute a 360-working day year in the factories, with no holidays save five great Bolshevik anniversaries.

UNITED STATES GOVERNMENT owes no man anything — except the taken-for-granted national debt, and that is being cut—and has enough left over at the end of the past fiscal year from its huge expenditures to carry on the various ambitious enterprises before it, at least in their initial stages. Ordinary receipts amounted to $4,033,000,000 and expenditures were $3,848,000,000, leaving a surplus of $185,000,000.

CURRENT INDICATIONS of the trend of various divisions of industry are summarized at the close of the half year by the Standard Statistics Company of New York. Automobiles, parts and accessories, machinery and machine equipment and radio are well on their way to a record year. Aircraft, chemicals, electrical equipment, rayon and tobacco are making "satisfactory progress."

The BOOK TABLE

FOUNDERS OF OUR NATION. By Reuben Post Halleck, M. A., LL.D., and Juliette Frantz, M. A. Cloth. Illustrated. 320 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

"Halleck's American History Series" has commanded wide appreciation for the skill with which every book retains the vigor of the best professional traditions, and the vivacity of the tendency to individualism of the twentieth century, blending the best of the past with the best of the present, thus creating a personality of biographical history which is charming to pupils and retaining the appreciation of teachers.

It is a professional tragedy to lose the stable enthusiasm of the teacher while appealing to the flexibility of newness for children. "Founders of Our Nation" captivates pupils and wins the admiration of teachers.

A DOZEN A DAY IN SPELLING, PUNCTUATION AND GRAMMAR. By Harold H. Wade and John E. Blossom, both of Worcester Academy. Cloth. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

This is an entirely new scheme of arousing interest and securing ability to write with clarity and power, which is one of the important signs of an educated mind.

The Worcester Academy Plan has a personality that is anchored in tradition and faces progressive individuality but stops just in season to develop a personal flavor that is helpful to every one who needs help, and stays with him wherever he needs help so long as he needs help. It is as remarkable a grasping of aids and suggestions as we have ever seen in any one book.

JACK-KNIFE COOKERY. By James Austin Wilder. Profusely Illustrated with Line Drawings by the author. Cloth. 185 pages. New York: E. P. Dutton and Company.

This is as good a boy's book as we can imagine a boy to have. "To be a Jack-Knifer takes brains and that other wonderful attribute, imagination." There are 200 things to do with a jack-knife and 300 illustrations of the way to do it. Every boy who has any gumption should have this book.

THE LAND OF MAKE-BELIEVE. By Irma A. Ketchum and Anna L. Rice, principal of Lincoln School, Springfield, Mass. Illustrated by Kayren Draper. Cloth. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Edward J. Tobin of Cook County, Illinois, insists that every child shall be able to read and enjoy a book by the time he leaves the second grade, and "The Land of Make-Believe" is precisely the book for a child to read in the closing weeks of the second grade. There should be several books that are so attractive that every child will want to read it, and the language within his range so that he will read it easily and enjoy reading it.

"Children's happiest hours are spent in a little world of their own,—the world of imagination. This magic land is far removed from the dull and uninteresting world of grown-up people. Here the child's fancy rules. No matter how crude and simple his playthings may be, imagination invests them with the power of motion and the gift of speech. Dolls talk, fairies come from their hiding-places to play, and everything is precisely as it should be, because no grown-ups are about."

THE TEACHING UNIT. A Type Study. By Douglas Waples, University of Chicago, and Charles A. Stone. Cloth. D. Appleton and Company.

The professional trend in specialized pedagogy is toward what is styled "Case Methods" in law and medicine.

This type study is an explicit description of the elements that compose a unit of subject matter. Adopting as a typical unit one phase of junior high school mathematics, the authors determine and apply the principles for analyzing the unit and point out what to teach, how to find pupil difficulties, and how to overcome them. Based as it is on thorough research, the procedure outlined will be found extremely helpful as a guide in the construction of units for other subjects. There is universal interest among the teaching profession in the unit or Morrison plan of organization, and this volume will be of particular interest in that it comes from the cradle of the plan, the University of Chicago.

CHARACTER BUILDING THROUGH RECREATION. A Training Course in Recreational Leadership. By Kenneth L. Heaton. Cloth. 230 pages. Chicago: The University of Chicago Press.

There is an earnest need of the use of the sport spirit in character building, and the use of recreation, which is now universal, is the only way in which to approach the sport spirit through the leadership of the school which is feasible. This also affords a possible activity of the church to dominate the character features of sports.

PERSONALITY ADJUSTMENTS OF SCHOOL CHILDREN. By Caroline B. Zachry, State Teachers College, Montclair, New Jersey. With an Introduction by William Heard Kilpatrick, Teachers College, New York. New York: Charles Scribner's Sons.

This is a book of case studies entirely different from any other series of personality studies that have been published. The chief studies are of "The Troublesome Child," 80 pages, "The Quiet, Over-Conscientious Child," 40 pages, "The Child with a Polyglandular Difficulty," 60 pages, "The Over-Dependent Child," 30 pages, "The Over-Anxious Child," 20 pages.

There is a supplemental consideration of the elements of personality and their development, and of the adjustment of personality to the schools.

Books Received

"Simplifying Teaching." By Edwin H. Reeder.—"Our Government." By Henry L. Smith, Sheldon E. Davis, Clarence H. McClure. Chicago: Laidlaw Brothers.

"Composition and Grammar." By Alfred M. Hitchcock. — "Notes for Teachers Using Composition and Grammar." By Alfred M. Hitchcock. —"Group Life and Social Problems." By Ernest H. Shideler.—"Directed Study Manual to Accompany Epochs of World Progress.'" By Agnew O. Roorbach and Joseph Leswing.—"Outline Workbook for American History." By Nelle L. Holmes. New York: Henry Holt and Company.

"Bureau of American Ethnology, Chippewa Customs." By Frances Densmore. Washington: United States Government Printing Office.

"Teaching in College and University." By Carver V. Good. Baltimore, Md.: Warwick and York.

"Elwell - Fowlkes Bookkeeping Test." By F. H. Elwell and John G. Fowlkes. Yonkers-on-Hudson, New York: World Book Company.

"The Psychology of Elementary School Subjects." By S. C. Garrison and K. C. Garrison. Richmond: Johnson Publishing Company.

"Conflicting Psychologies of Learning." By Boyd Henry Bode. Boston: D. C. Heath and Company.

"La Lecture Expliquée." By Albert L. Cru. Newark, N. J.: Silver, Burdett and Company.

"Debating for High Schools." By Ray K. Immel and Ruth H. Whipple. Boston: Ginn and Company.

"Immigrant Farmers and Their Children." By Edmund Brunner. New York: Doubleday, Doran and Company.

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GRINS BETWEEN GRINDS

Loyalty

Mother—"Harold, whom do you love more, papa or me?"

Little Harold—"Papa."

Mother—"But yesterday you said you loved me most."

Little Harold — "Yes, but I've thought it over since, and decided that we men must stick together."

Exactly

"Dad, what is phonetic spelling?"

"It's a way of spelling that I often got whipped for when I was your age."

Willing to Lend Both Ears

Sponger—"I say, old fellow, lend me your ear a moment, will you?"

Smart— "Take both of them and then I won't be able to hear you ask for anything else."

Right in Step

"I heard today that your son was an undertaker. I thought you said he was a physician?"

"Not at all, sir. I said he followed the medical profession."

Not Guaranteed

The customer having coughed loudly to signify his impatience, at last attracted the shopkeeper's attention.

"I want a mouse-trap," he said rather sharply. "A good one, and please be quick, for I want to catch a train."

The shopkeeper eyed him coldly.

"I regret, sir," he said, "that my mousetraps are not guaranteed to catch trains."

And a Bed, We Trust

Bachelor—"There's a delicious sense of luxury when one is lying on one's bed and ringing one's bell for one's valet."

Spinster—"Have you a valet?"

Bachelor—"No; but I have a bell."

He Would

"Was the professor absent-minded at his daughter's wedding?"

"More than usual. He thanked his new son-in-law for coming all the way from his provincial home to attend the gathering."

Merely the Bridal Path

"I suppose," said the facetious stranger, watching a workman lay down a carpet from the church door to the curb, "this is the high road to heaven."

"No," replied the man, "it is merely the bridal path."

Literary Succotash

I feel so melon cauli, dear,
Since you have been away,
The thyme has seemed so very long
I pine for you each day.
No sugar beets your sweetness,
Don't turnip your nose at me,
But take this eighteen carrot ring
And lettuce married be.

Undoubtedly

Woman—"I was to have met my husband here two hours ago; have you seen him?"

Shopwalker — "Possibly, madam. Anything distinctive about him?"

"Yes; I imagine he's purple by this time."

Kind to Animals

The shopper was on her way out after leaving her list of groceries to be delivered. Suddenly she turned and said coldly:—

"Never mind the cranberries, Mr. Dugan, I can see the cat is sleeping on them."

"Whisht, mum! She won't mind me waking her up."

The Litmus Test

"Now, Mary, when you bathe the baby, be sure to use the thermometer to test the water."

Returning an hour later, the mistress asked:—

"Did you use the thermometer?"

"No, mam. I can tell without that. If it's too hot, the baby turns red and if it's too cold, he'll turn blue."

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Voice in Speech

By Leon J. Richardson

Director of University Extension, University of California.

A plea "seasoned with a gracious voice" is doubly telling, says Shakespeare's *Bassanio*. A modern novelist in portraying his heroine is likely to dwell on the tones of her speech. Even casual observation reveals the deep impression for good or ill made by the qualities of a person's voice. In spite of the universal need for agreeable speech, the notion prevails that the singer and the actor alone are justified in putting forth an effort to train their vocal powers. According to the common view, the conversationalist, the speaker, the professional man, and the business man have received their voices through some occult dispensation, and nothing further can be done about it. As a matter of fact training applies to the vocal organs as it does to any bodily member voluntarily controlled. A man can better his tones for speaking as well as for singing just as he can better his golf stroke, marksmanship, or batting. What is needed in each case is training in accordance with the principles of good form.—Foreword in Robert Lloyd's "Tone System." Harr Wagner Publishing Company, San Francisco.

The Priceless Ingredient

In the city of Bagdad lived Hakeem, the Wise One, and many people went to him for counsel, which he gave freely to all, asking nothing in return. There came to him a young man, who had spent much, but got little, and said: "Tell me, Wise One, what shall I do to receive the most for that which I spend?"

Hakeem answered: "A thing that is bought or sold has no value unless it contains that which cannot be bought or sold. Look for the Priceless Ingredient."

"But what is this Priceless Ingredient?" asked the young man.

Spoke then the Wise One: "My Son, the Priceless Ingredient of every product in the market-place is the Honor and Integrity of him who made it. Consider his name before you buy."—Selected.

Have Faith in Yourself

Most men go to pieces when they have had a few good beatings. They wilt. They fade away. They crawl in a safe little corner and hide while the great rough tide of glorious life rushes past them. The fact is that defeat is the normal thing in this haphazard little world, and victory comes but seldom. Every victory, usually, is the result of a long series of defeats. A man must have faith in himself, and in what he is trying to do. He must say "I can." He must back himself to win. He must bet on himself. He must have faith in the people he works with. He must believe in his team. He must see the better side of his co-workers, and not think that his own point of view is the only right one. He must have faith in those great principles that make us superior to the animals of the forest—truth, honesty, sympathy, justice, progress.—Exchange.

Twelve Things to Remember

1. The value of time.
2. The success of perseverance.
3. The pleasure of working.
4. The dignity of simplicity.
5. The worth of character.
6. The power of kindness.
7. The influence of example.
8. The obligation of duty.
9. The wisdom of economy.
10. The virtue of patience.
11. The improvement of talent.
12. The joy of originating.

—Marshall Field.

Meetings To Be Held

AUGUST

22-29: World Association for Adult Education; Sec. Dorothy W. Jones, 16 Russell Square, London, W. C. 1, England; Cambridge, England.

26-27: American Association of Colleges of Pharmacy; Sec. Zada M. Cooper, 105½ S. Clinton Street, Iowa City, Iowa; Rapid City, South Dakota.

SEPTEMBER

2-5: International Association for Commercial Education, Zurich, Switzerland; Sec. A. Latt Schanzenberg, 7, Zurich, Switzerland; Amsterdam, Holland.

5: Massachusetts State Normal School Teachers' Association; Sec. M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

8: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

28: Virginia English Teachers Association; Sec. L. C. Daniel, Fredericksburg; Richmond.

28-30: National Council of Teachers of English; Sec. W. W. Hatfield, Chicago Normal College, Chicago, Illinois; Kansas City, Missouri.

28-30: Texas State Teachers' Association; Sec. E. T. Ellis, Anderson Building, Fort Worth.

29-30: California Kindergarten Primary Association; Sec. Mrs. G. H. Anderson, 1186 Victoria Avenue, Los Angeles.

29: Central Association of Science and Mathematics Teachers; Sec. W. F. Roecker, 1439 Fourteenth Street, Milwaukee; Chicago, Illinois.

29-30: Association of Colleges and Secondary Schools of the Middle States and Maryland; Sec. G. W. McClelland, University of Pennsylvania, Philadelphia, Penna.; Atlantic City, New Jersey.

29-30: Association of Modern Language Teachers of the Middle States and Maryland; Sec. Merle Protzman, George Washington University, Washington, D. C.

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